

Texas Education Agency Standard Application System (SAS)

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	Place date stamp here
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

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Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Hearne ISD	198905042	Hearne Junior High		
Vendor ID #	ESC Region #	DUNS #		
198905	6	105269117		
Mailing address	City	State	ZIP Code	
900 WHEELOCK ST	HEARNE	TX	77859-3096	
Primary Contact				
First name	M.I.	Last name	Title	
Adrian		Johnson	Superintendent	
Telephone #	Email address		FAX #	
(979) 279-3200	abjohnson@hearne.k12.tx.us		(979) 279-3631	
Secondary Contact				
First name	M.I.	Last name	Title	
Delic		Loyde		
Telephone #	Email address		FAX #	
	delicloyde@gmail.com			

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Adrian		Johnson	Superintendent
Telephone #		Email address	FAX #
(979) 279-3200		abjohnson@hearne.k12.tx.us	(979) 279-3631

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

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Schedule #1—General Information

Part 1: Applicant Information				
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Hearne ISD	198905	Hearne Junior High		
Vendor ID #	ESC Region #			DUNS #
	6			
Mailing address		City	State	ZIP Code
900 WHEELLOCK ST		HEARNE	TX	77859-3096
Primary Contact				
First name	M.I.	Last name	Title	
Adrian	B	Johnson	Superintendent	
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First name	M.I.	Last name	Title
Adrian		Johnson	Superintendent
Telephone #	Email address		FAX #
(979) 279-3200	abjohnson@hearne.k12.tx.us		(979) 279-3631

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Alignment to Broader District Strategy & Theory of Action (10 Points). Hearne Junior High has been designated as a **Focus campus** in need of assistance in developing a plan to achieve significant growth in student achievement. Funds awarded under the grant will support planning for in anticipation of approval for partnership benefits under SB 1882 in 2019. In accordance with the principles of SB 1882, and the district's commitment to the **System of Great Schools theory of action**, the district has selected the Heare Junior High in order to leverage the **independent governance and performance management** to not only assist in the program planning, but also to provide guidance and support throughout the post-planning implementation process.

Development of Budget: The costs reflected in the **budget** are appropriate for the results expected. (7 pts) In order to develop the proposed budget, the district developed goals and milestones in collobaration with the IMO. These goals and milestones are based on previous partnerships in which Hearne has worked with school districts to develop model classrooms. Based on this successful history, the partners determined the number of teachers and students to participate in the program and the amount of funds needed to provide appropriate equipment, assessments, professional development training, travel to attend trainings, and program management. These processes provided the district with an accurate understanding of the amount of grant funds that is needed to meet the defined goals of the application.

Who Designed the Needs Assessment Process, Determines Its Efficacy. And Determines When and How the Process Needs to be Updated or Changed; The initial needs assessment process was designed and reviewed by the district and campus administrators. If awarded, district administrators, the campus leadership team, the Project Director, and IMO will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. These individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted. If areas of weakness are identified, they will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to TEA for approval. The partnership will enable Hearne Junior High to lay the strong foundation needed grades to prevent these gaps.

The Management Plan: Ensuring That the Program Receives Consistent, High-Quality Management; The district will use **grant funds** in accordance with Pre-K 4 SA's well-established planning process for establishing model classrooms. In order to ensure that this planning initiative receives consistent, high-quality management, the IMO and district and campus leadership

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In order for the district to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include surveys to provide continuous feedback on the program.

The Methods of Evaluation include Objective Performance Measures and Indicators of Program

Accomplishment Clearly Related to Intended Results. (3 points). The administrators met and reviewed the completed application to ensure that all Statutory and TEA Program Requirements were answered completely and accurately. District/Campus stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

Conclusion: Ongoing Commitment to Goals of Grant and Funding Sources. The district has received commitment from all participants, including administration and teachers. In order to ensure that participants remain committed to the success of the program, the following elements will be incorporated into the program design:

- A Project Director will be hired to oversee the program and disaggregate information to parents, students, teachers, campus/district administrators, and community members. The Project Director will be responsible for ensuring that activities and strategies being implemented are of sufficient quality and scope for the continued commitment of all stakeholders;
- A Professional Learning Facilitator will be hired to plan and facilitate professional learning across Schools.
- The IMO and support school leaders (including teacher-leaders) capacity to research to create lessons that complement/supplement the curriculum, observe teachers and provide feedback, and track and assess student academic progress and attendance.
- The district will coordinate with the IMO to include student engagement in the district/zone performance framework to ensure that students remain committed to excellence and are academically prepared for the next phase of their education.
- Ongoing support will be provided by the IMO, district/campus administration, and other contracted trainers and consultants;
- Quarterly surveys that are designed to solicit feedback from stakeholders, to include teachers, parents, students, and community-based organizations;
- Bi-annual updates on the progress of the program which will be sent home with students. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having; and

And workshops and professional development trainings that will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. To the extent possible, teachers will also be allotted time for joint planning across all grade levels.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$570,500	\$	\$570,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$139,000	\$	\$139,000
Schedule #9	Supplies and Materials (6300)	6300	\$290,000	\$	\$290,000
Schedule #10	Other Operating Costs (6400)	6400	\$500	\$	\$500
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,000,000	\$	\$1,000,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,000,000	\$	\$1,000,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 198905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director	1	100	\$92,000
5 Campus compliance specialist	1	100	\$70,000
6 Campus assessment and accountability specialist	1	100	\$70,000
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper	1	100	\$46,000
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15			\$
16			\$
17			\$
18			\$
19			\$
20			\$
Other Employee Positions			
21 Grow your own teacher program	2	100	\$75,000
22 Pathway to Master program	2	100	\$75,000
23 Title			\$
24	Subtotal employee costs:		\$428,000
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$72,000
26 6119 Professional staff extra-duty pay			\$70,500
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$142,500
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$570,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 198905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$
2	Audit and Finance Compliance	\$25,000
3	Systems Training	\$30,000
4	Data Analysis Consultant	\$25,500
5	Program Evaluation Services	\$50,000
6	IMO Board Training Consultant	\$8,500
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$139,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$139,000

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 198905		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$290,000
Grand total:		\$290,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 198905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$500
Subtotal other operating costs requiring specific approval:		\$500
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 198905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	122	96.8%	
Limited English proficient (LEP)	14	11.1%	
Disciplinary placements	0	0%	
Attendance rate	NA	96%	
Annual dropout rate (Gr 9-12)	NA	NA	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	5	34.6%	
6-10 Years Exp.	1	7.8%	
11-20 Years Exp.	1	7.8	
20+ Years Exp.	5	40.3%	
No degree	0	0%	
Bachelor's Degree	9.6	74.9%	
Master's Degree	3	23.1%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								51	67					118

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								6	7					

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Schedule #13—Needs Assessment

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hearne ISD and the Hearne Education Foundation share the adoption of annual student performance goals which include targets aligned with the state accountability system that have been approved by the Hearne ISD Board of Trustees as part of the Lone Star Governance process. The Hearne Education Foundation reserves the right to add additional campus goals as needed to meet the identified campus goals.

The Hearne ISD Board of Trustees, as part of the continuing TEA Lone Star Governance Integrity Implementation Instrument approved the goals, progress measures, and constraints. Three goals, as well as the corresponding progress measures, and constraints were approved as priorities of the board to guide their governance to improve student outcomes. The district also has annual targets, progress measures, and constraints for all of the Board Approved Goals. The Eagle's Eye will develop additional targeted annual goals for this campus based on data and the need to show yearly progress toward attaining the long-range goals.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Goal 1: The STAAR/EOC percentage of students who will meet or master progress in all grades in all subjects must increase from 41% to 70% by 2022.</p> <p>PM1: The percentage of students who meet or master progress in reading must increase from 51% to 65% by 2018.</p> <p>PM2: The percentage of students who will meet or master progress in math must increase from 32% to 65% by 2019.</p> <p>PM3: The percentage of students who will meet or master progress in reading and math combine must increase from 65% to 70% by 2022.</p>	<p>The Superintendent will not allow a lack of supports for students and teachers that impede instruction and professional growth during the school day in reading and math.</p> <p>No more than 25% of required student intervention time will be scheduled outside of the regular school day at any campus in reading and math.</p> <p>District master calendar and school day schedule will not prohibit job imbedded professional development for all teachers in reading and math.</p> <p>Learning time in reading and math compared to all subjects may not be decreased.</p>
2.	<p>Goal 2: Percentage of students who meet grade level mastery or above in reading in a TEKS aligned district assessment using a balanced literacy plan must increase from 48% to 70% by 2022.</p> <p>PM1: 100% of students must receive reading instruction using the balanced literacy plan.</p> <p>PM2: The percentage of students who meet the progress measure in reading in a TEKS aligned district assessment using a balanced literacy plan must increase from 30% to 60% by 2020.</p> <p>PM3: The percentage of students who meet their grade level proficiency in reading on a TEKS aligned district assessment using a balanced literacy plan must increase from 0% to 70% by 2022.</p>	<p>The Superintendent will not allow students to receive instruction from non-qualified staff.</p> <p>Principals hired by Superintendent must have more than one year experience.</p> <p>No more than 5% of reading teachers may be in their instructional year without Board approval.</p> <p>Superintendent may not retain teachers that lack evidence of research based instructional practice without requiring a professional learning plan for their development.</p>
3.	<p>Goal 3: Student outcomes for post secondary readiness including CTE coherent sequence and advanced course/dual credit course completion must increase from 26% to 50% by 2022.</p> <p>PM1: The percentage of students who achieve mastery scores on the TSIA in math and reading and complete a dual credit or Advanced Placement course must increase from 1.8% to 5% in 2018.</p> <p>PM2: The percentage of students who complete a CTE course coherent sequence must increase from 19.5% to 50% by 2020.</p> <p>PM3: The percentage of students and parents who indicate through survey that they are aware of post secondary readiness opportunities must increase from 0% to 100% by 2022.</p>	<p>The Superintendent will not allow the district curriculum to lack access to post secondary readiness components.</p> <p>The Superintendent will not allow the number of CTE, Dual Credit, and AP Course offerings to decrease.</p> <p>The Superintendent will not reduce student opportunities to complete a CTE coherent sequence including the use of virtual learning.</p> <p>The Superintendent will not reduce the amount of materials, training, and resources allotted for CTE, Dual Credit or AP courses.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 points.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director	Master's degree in education; at least five years leadership experience in Early College High School; Expert in his/her field; Ability to work collaboratively with others within the context of group dynamics; Understanding of state accountability and interventions; Understanding of the continuous improvement process; Ability to problem solve, ascertain key variables needed for school turnaround and offer solutions; Ability to analyze data, assess needs, and make targeted recommendations based on these actions; Clear vision of the expectations created by the improvement plan and his/her role in implementation; and ability to build peer support for the strategies, initiatives, and redesign activities of the improvement plan.
2.	School Autonomy Support Specialist	Bachelor's degree; experience in communication, grassroots development, or public relations; Expert in his/her field; Ability to work collaboratively with others within the context of group dynamics; Understanding of state accountability and interventions; Understanding of the continuous improvement process; Ability to problem solve, ascertain key variables needed for school turnaround and offer solutions; Ability to analyze data, assess needs, and make targeted recommendations based on these actions; Clear vision of the expectations created by the improvement plan and his/her role in implementation; and ability to build peer support for the strategies, initiatives, and redesign activities of the improvement plan.
3.		
4.		
5.		
6.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Goal 1: The STAAR/EOC percentage of students who will meet or master progress in all grades in all subjects must increase from 41% to 70% by 2022.	1.	The percentage of students who meet or master progress in reading must increase from 51% to 65% by 2018.	09/01/2018	08/31/2019
		2.	The percentage of students who will meet or master progress in math must increase from 32% to 65% by 2019.	09/01/2018	08/31/2019
		3.	The percentage of students who will meet or master progress in reading and math combine must increase from 65% to 70% by 2022.	09/01/2018	08/31/2022
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
2.	Goal 2: Percentage of students who meet grade level mastery or above in reading in a TEKS aligned district assessment using a balanced literacy plan must increase from 48% to 70% by 2022.	1.	100% of students must receive reading instruction using the balanced literacy plan.	09/01/2018	08/31/2019
		2.	The percentage of students who meet the progress measure in reading in a TEKS aligned district assessment using a balanced literacy plan must increase from 30% to 60% by 2020.	09/01/2018	08/31/2020
		3.	The percentage of students who meet their grade level proficiency in reading on a TEKS aligned district assessment using a balanced literacy plan must increase from 0% to 70% by 2022.	09/01/2018	08/31/2022
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Goal 3: Student outcomes for post secondary readiness including CTE coherent sequence and advanced course/dual credit course completion must increase from 26% to 50% by 2022.	1.	The percentage of students who achieve mastery scores on the TSIA in math and reading and complete a dual credit or Advanced Placement course must increase from 1.8% to 5% in 2018.	09/01/2018	08/31/2019
		2.	The percentage of students who complete a CTE course coherent sequence must increase from 19.5% to 50% by 2020.	09/01/2018	08/31/2020
		3.	The percentage of students and parents who indicate through survey that they are aware of post secondary readiness opportunities must increase from 0% to 100% by 2022.	09/01/2018	08/31/2022
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IMO Path School Transformation planning period will result in Hearne ISD engaging a non-profit entity as an independently governed IMO through a Performance Contract. The IMO will support Hearne Junior High School's transition from a Priority School with poor college preparedness and success to a high performance and postsecondary success. A product of decades of research on school improvement and school turnaround success, the Texas Continuous Improvement Framework will guide the transition with an actionable, collaborative, data-driven plan that results in accelerated achievement, sustainability, and system transformation. The framework includes four main components:

- **District Commitments** (i.e. Operational Flexibility, Clear Vision & Focus, Sense of Urgency, High Expectations, District-Wide Ownership, and Accountability);
- **Support Systems** (i.e. Organizational Structures, Processes/Procedures, Communications, and Capacity & Resources);
- **Critical Success Factors** (i.e. Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time, Family/Community Engagement, School Climate, and Teacher Quality); and
- **Continuous Improvement Processes** (i.e. Data Analysis, Needs Assessment, Implement & Monitor, and Improvement Plan).

Hearne Junior High School's collaboration between all Hearne ISD stakeholders and the IMO. The IMO will host townhall-style meetings to illicit input from stakeholders on needs, concerns, community resources, collaborator mechanisms, and improvement. The purpose of this community and school engagement is to ensure the transition is truly a collaborative partnership facilitated by the IMO. Furthermore, as indicated above, the district will commit to:

- **Operational Flexibility** - The district will permit the shifting of resources, processes, and practices in response to the critical needs that are identified;
- **Clear Vision and Focus** - The district will articulate a focus on student achievement as its primary work. Clear plans and systems, aligned to that vision, will be developed to address increasing performance for all students;
- **Sense of Urgency** - The district will set a priority and press for rapid action to change ineffective practices and processes that impede student success;
- **High Expectations** - Explicit, rigorous standards will be placed for student learning. These expectations will be evident and understood by all and include a commitment to providing a timely response and/or adjustment when goals are not met; and
- **District-Wide Ownership and Accountability** - The district leadership will recognize and accept responsibility for all levels of performance and transparently interact with stakeholders to plan and implement improvement initiatives. The district will engage in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low-performing campuses.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, all Hearne has a plan in place as a response to identification as such. In addition to meeting reporting and compliance obligations, the Texas Continuous Improvement Framework begins with an assessment of available resources and successful efforts. By following this framework, the IMO and Hearne Junior High School will incorporate data-driven methods of student support to optimize student success.

In order to ensure the on-going commitment to the goals of the transition grant, the district has committed to

- Hiring an Executive Director to oversee the ECHS transition disaggregate information to parents, students, teachers, campus/district administrators, and community members. The Executive Director will be responsible for ensuring that activities and strategies being implemented are of sufficient quality and scope for the continued commitment of all stakeholders;
- Hiring a School Budget Support, School Autonomy Support, Campus Assessment and Accountability Specialist. Staff will be responsible for implementing the goals of the program with input from all stakeholders and guidance from the selected IMO.
- Implementing various initiatives to ensure students remain committed to the program and are academically prepared for the next phase of their education. Through the IMO partnership network, students will have the opportunity to earn credentials and college credit in a variety of areas that reflect the interests of students gathered through community and stakeholder engagement efforts.
- Providing on-going support by the selected IMO, district/campus administration, and other contracted trainers and consultants;
- Soliciting feedback via quarterly surveys from stakeholders, to include teachers, parents, students, and community-based organizations;
- Posting bi-annual updates on the progress of the program on the campus website. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having; and
- Hosting community forums, as well as workshops and professional development trainings that will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Staff evaluation rubric	1.	The IMO board approves an evaluation instrument for the Executive Director of the IMO aligned to the performance framework and objectives.
		2.	Staff evaluation rubrics indicate the performance of Executive Director and School Autonomy Support Specialist to meet established goals and expectations
		3.	
2.	Sign-In Sheets, agendas, and meeting minutes	1.	Sign-In Sheets document stakeholder involvement in transition planning.
		2.	Sign-In Sheets indicate variety of stakeholders involved in transition planning
		3.	Agendas and meeting minutes will summarize stakeholder input in transition planning
3.	Data Analysis	1.	Regularly analyze HISD student and staff performance, budgetary, and organizational data through 2018-2019 school year.
		2.	Student and staff performance data analysis will highlight areas for remediation, success, and support.
		3.	Budgetary and organizational data will enable support of finance and logistics.
4.	IMO Performance Evaluation	1.	The IMO board approves a strong performance management framework and performance objectives for school
		2.	The IMO board approves a monitoring calendar.
		3.	The IMO board approves an evaluation instrument for the Executive Director of the IMO aligned to the performance framework and objectives.
5.	Quarterly Performance Reports	1.	Executive Director produces quarterly reports of project progress.
		2.	Reports document project progresses according to timeline and goals set forth in Texas Continuous Improvement Framework

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Schedule #15—Project Evaluation

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Executive Director will be required to collect data and submit quarterly reports to the HEF Board and to the district for review.

Data to be collected:

Stakeholder Input- sign in sheets, meeting minutes, surveys, and any other form of feedback will be collected and managed by ECHS transition staff to keep comprehensive record of stakeholder input.

Texas Continuous Improvement Framework Implementation- sign in sheet, meeting minutes and framework planning documents will be collected and archived to document the improvement planning process

Student & Staff Data: State and local assessment results will be collected by the ECHS transition staff as they become available. The data will allow for the continued planning and support of students' academics during and after the ECHS transition. Attendance and behavioral reports will be collected on a quarterly basis in order to create plans to address issues and support improvement.

Budgetary & Operational Data: Budgetary and operational data including expenditures, building usage, programmatic costs, grant funding, and staffing patterns will be collected to determine appropriate funding and operations for future plans.

Receiving quarterly reports from the Executive Director, the HEF and Hearne ISD boards can monitor progress to identify any problems with project delivery and implement corrective action.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Curriculum and Instructional Design

The educational program is aligned internally with the school district's vision and mission. This includes the current recently developed balanced literacy plan and numeracy plan. The governing board will review and recommend program adjustments if needed. The Operations Plan and Financial Plan will support the needs of the In-District charter as it meets the needs of students. The framework for the instructional design is composed of evidence-based practices that have shown to improve student outcomes with a differentiated student population with varied levels of known academic gaps. Non-negotiable elements of the school model that promise success for this program include the fidelity of TEKS based instruction, use of the gradual release model of instruction, the consistent use of a variety of data perspectives for progress monitoring, use of the improvement science PDSA continuous improvement model, and continuous professional learning for staff to address student exceptionalities.

Curriculum

The campus will implement a rigorous curricula directly aligned with the Texas Essential Knowledge and Skills (TEKS). Fidelity of TEKS instruction will be monitored through lesson design, data monitoring, and observation of curricula implementation. The curriculum will be designed to identify and meet the differentiated needs of students at every stage of development from the earliest years to the adolescent. This cohesive approach supports the child in acquiring the skills and knowledge necessary to thrive in today's world. Formative assessments and other progress monitoring tools will be critical components for teachers and deeply intertwined with the work of guiding children through the breadth of the curriculum.

To support opportunities that improve student outcomes, the campus will be allowed the flexibility to manipulate their daily instructional schedule to provide adequate time for learning in greater depth or at an accelerated pace as long as the campus meets state requirements. Students will learn in classroom-based atmospheres as well as in small groups. Technology component supports will be instrumental in instruction. Class sizes will be able to transform to allowable minimums to support individualized instruction. This flexibility will best serve the students by providing each student the time necessary to master the curriculum. Additionally, such opportunities may only be provided so long as they are within the school day and within the campus' budget.

The Eagle's Eye will initiate and monitor the use of the Plan-Do-Study-Act (PDSA) process as a non-negotiable strategy to inform decision making regarding curriculum supplements to the state curriculum. Using the research base of improvement science practices to vet the curriculum will ensure that both curriculum and instruction are differentiated and aligned to meet the needs of students. Methods of differentiation will be evidence-based and monitored by teachers as well as by leadership for effectiveness. The goal of the curriculum and instructional design will insure all students meet or exceed the expectations of Texas state standards.

Curriculum and Design Implementation Plan

The instructional program of the campus will align with the Texas Essential Knowledge and Skills. Additionally, the campus will implement components of a balanced literacy and numeracy plan that is learner-centered, progressive, and differentiated to meet the needs of students. Teachers will receive professional learning in order to implement guided reading and guided math. The campus will analyze progress using formative and summative assessments in order to make necessary adjustments. The Texas Academic Performance Reports (TAPR) accountability system, which aggregates student performance, campus demographics, and campus personnel will be used for foundational data and goal setting.

Methods of Instruction

The Eagle's Eye will research best practices as well as "next" practices as possible solutions to problems of practice. Findings will be used to improve instructional practices through professional learning. The campus will deliver

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instruction using processes and strategies that are consistent with those highperforming schools with similar demographics to ensure improved student outcomes. Improvement science protocols may allow instruction to take the form of the lab approach to quickly identify the root cause of low performance. The improvement science approach will inform instructional decisions that accelerate student achievement. Teachers will receive professional learning in the Sheltered Instruction Observation Protocol (SIOP), differentiated instruction, gifted and talented strategies, and strategies for struggling learners.

Educational Services

Hearne Education Foundation educational services to be used at the campus will include the Curriculum and Instruction Department, the Special Education Department, Special Programs (ELL, 504, GT, etc.) and the Instructional Technology (IT) Department. Resources from our university partners, independent school districts and educational service center will also be available as needed.

School Culture

The CHAMPS classroom management program positive behavior supports will be the foundation of school culture/climate support at both campus. Implementing CHAMPS with fidelity will promote high expectations, a positive academic environment, and intellectual and social development for all students, including those with special needs, English Language Learners (ELLs), and students at risk of academic failure. Teachers will continue to receive CHAMPS training with refreshers each year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evaluation of Student Performance:

Staff will use data from teacher created assessments and computer-adaptive technology aimed to tailor lessons to meet individual student needs. Formative assessments will be given weekly and monthly to assess the improvement of student outcomes. Student Outcome Performance pertaining to the shared goals will be documented and included in the monthly reports per the Hearne ISD Board Monitoring Calendar. Goals and targets have been identified and measured using the SMART criteria. They have been created and approved by the Board of Trustees. Campus level goals and targets will complement the over-arching district goals based on the needs of the campus. Hearne ISD uses quality interim assessments that are aligned with the school's curriculum, performance goals, and state standards. An effective plan and system for measuring and evaluating academic progress down to the individual student, student cohorts, each school, and the network as a whole will be conducted throughout the school year, at the end of each academic year, and for the charter term. The campus will use the format and data monitoring processes from Systems Training and a continuous improvement process using improvement science components. Data will be used to refine, inform, and improve instruction – including providing training and support to school leadership and teachers – and reporting the data to the school community. The Data Management for Assessment and Curriculum (DMAC) student data system will be used as the primary data system. Trained campus personnel will be responsible for managing and interpreting the data for teachers. Data-driven professional development will be coordinated for all staff to gain the appropriate expertise for ease in using data systems.

Student Assessments:

The consistent use of reliable data is the driver of improvement science. There will be a coordinated use of data systems to allow the NIC to progress monitor. This Plan-Do-Study-Act (PDSA) cycle will be organically built into the essential functioning of the complete improvement process. Daily observation combined with the rapid response to lack of academic attainment will allow data to inform instruction at a more rapid rate. The use of the PDSA of improvement science will provide a common systemic foundation for formative and summative assessments.

There will be an effective system to track progress and performance. Appropriate corrective actions will be taken by the school and the network if either falls short of the goals at any level. This includes student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. The corrective actions will begin at the campus leadership level and if not corrected, the Executive Director will inform the Hearne Education Foundation. Improvement science protocols will help provide evidence for any such actions. If still uncorrected, the Hearne Education Foundation will inform the Superintendent of Schools who will act on the personnel or program matter by means necessary and as appropriate.

Student Performance:

Student performance at the campus will be measured using the following criteria:

- Annual Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) progress targets
- Maintaining and/or showing progress with the Board of Trustees approved goals and progress measures that were developed using the Implementation Integrity Instrument
- Progress using a combination of campus-based assessments, district aligned benchmarks, and the percentage of state assessments taken/passed.
- Students meeting progress or meeting/exceeding standard on formative and summative data

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hearne ISD's Purchasing Department is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. The mission of the Hearne ISD's Purchasing Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. The Superintendent has the authority to commit district funds for the acquisition of goods. However, any single, budgeted purchase of goods or services that costs \$10,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Competitive bids may also be solicited either by means of a Request for Proposal (RFP) or a competitive sealed bid. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Bids/Procurement Website.

Hearne ISD, in keeping with its high standards and good business practices, is committed to providing equal procurement opportunities to Historically Underutilized Business (HUB). HUBs are defined as a business enterprise that is at least 51% owned by an Asian Pacific American, Black American, Hispanic American, Native American, American woman and/or Service Disabled Veteran, who reside in Texas and actively participate in the control, operations and management of the entity's affairs.

In the selecting the technical assistance partners that will supplement the work of the Matched Technical Assistance Partner, the district and staff will review the resources that were provided by the Division of System Support and Innovation (DSSI). Based on the information that was garnered from these resources, the district will reach out to various partners to meet and discuss services that can be provided, school reform strategies, costs, and more. Based on this information, the district will determine the best partners to strengthen and accelerate the work within the new PK4SA structure. Competitive sealed bid process will be initiated as required by state and federal law.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All plans for students with special needs, students with limited English, and gifted and talented students will be approved by the NIC and the Hearne ISD Board of Trustees in collaboration with the Superintendent. Progress monitoring of these students as well as students in the general educational program will inform instruction and programs.

State and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and ELLs, will be fulfilled as per law. This includes the appropriate disciplinary procedures and supports for students with disabilities.

Projection of anticipated special populations will be derived from observation, data showing educational need, and the result of accurate RTI data. A well-developed RTI process will be developed that is focused on meeting each student's needs in the least restrictive environment possible. This process will include appropriate referrals after other interventions have occurred and been monitored for effectiveness. All students will have appropriate access to the general curriculum as well as schoolwide educational, extra-curricular, and culture-building activities in ways that support their ongoing development. These same students will receive required and appropriate support services as outlined in their Individual Education Plans or 504 plans, and participate in standardized testing. There will be a continuum of placements with access to the general education curriculum, to support opportunities for students with disabilities to be educated with their non-disabled peers to the greatest extent appropriate.

There will be a comprehensive and compelling plan for appropriate identification of students who are performing below grade level or are at risk of academic failure or dropping out, and a detailed plan for providing services to such students as per the district and state requirements. This plan will collaborate with evidence-based services offered through the Robertson County Co-Op and evidence-based emerging practices that meet the needs of students. Ongoing monitoring and an appropriate intervention response will be an integral part of the improvement science approach of the In-District charter.

The strength of the Eagle's Eye network improvement community (NIC), will insure that evidence-based instructional programs and practices will be used and that there will be thoughtful, purposeful and effective design adaptation of the educational program. The NIC will also insure that certified special education teachers and licensed related service providers are qualified, use appropriate support strategies and resources to support academic development. The NIC will also project adequate staffing for the anticipated population of students.

There will be a comprehensive and compelling plan for providing services to ELLs, including methods for appropriate identification of ELLs, specific instructional programs, practices, and strategies the school will employ to ensure academic success, methods to evaluate procedural and substantive compliance with special education rules and regulations, and plan for including ELLs in standardized testing and schoolwide educational, extra-curricular, and culture-building activities. The Hearne Education Foundation will determine the most effective system of support for ELLs including the review of transitional, bilingual immersion, and dual language approaches.

Gifted and talented students will have access to AVID strategies as they move forward to the formal AVID curricula. Students will be identified as gifted and talented through the previously established district process. Teachers will receive professional learning regarding instructional strategies for gifted and talented students.

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County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Board Policy Waivers

In order to develop a bold and impactful learning environment for students, HEARNE JUNIOR HIGH SCHOOL is proposing the following waivers from Hearne ISD board policies:

- Student School Day i.e. Flex Day
- Extended Teacher Day
- Flex School Year Calendar

Staffing Support

To support teachers in providing effective reading instruction and improving literacy, Hearne ISD anticipates providing the campus with an instructional coach for each of the four core subjects; English Language Arts, Mathematics, Science and Social Studies. The district will also employ one or more Executive Directors as liaisons for the Hearne Education Foundation to the district and campus.

After-School Meetings

The Campus Leadership Team (CLT) will establish an after-school meeting schedule with goals and objectives to be achieved.

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Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using the improvement science research-based framework will be innovative for Hearne ISD. Creating a networked improvement community to lead and oversee this campus will build capacity for identifying the underlying systemic causes of poor student outcomes, provide for disciplined inquiry on a larger scale, and enable appropriate response to the fidelity of implementation or other problems of practice that hinder achievement.

Using the improvement science research-based framework will be innovative for Hearne ISD. Creating a networked improvement community to lead and oversee this campus will build capacity for identifying the underlying systemic causes of poor student outcomes, provide for disciplined inquiry on a larger scale, and enable appropriate response to the fidelity of implementation or other problems of practice that hinder achievement.

The purpose of the Hearne Independent School District (HISD) establishing an In-District Charter Partnership to govern HEARNE JUNIOR HIGH SCHOOL is to engage a networked improvement community with varied expertise to use a disciplined inquiry approach in assisting the campus in overcoming persistent barriers to success. The In-District Charter partnership will be modeled using the "Improvement Science" paradigm – a structured, networked community to accelerate learning for improvement. This research-based process will allow for the creation of a unique networked improvement community (NIC) that will lead and have oversight on continuous improvement processes.

A Nonprofit 501 (c) 3, that will be known as the **Hearne Education Foundation**, will establish a contracted relationship with the district to provide governance over Hearne Junior High School. The Hearne Education Foundation's diverse governing board will be known as the **Eagle's Eye** for the purpose of implementing an improvement science model for school improvement that will be based on the Six Core Principles of Improvement from the Carnegie Foundation for the Advancement of Teaching and other precepts of improvement science.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☒ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☐ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitor Schools Receiving Title I Funds: As a Title I Focus School that receives funding under this title, the district has established protocols for monitoring students' performance, implemented strategies, and teachers' proficiency. This includes regular meeting with campus administration to review report cards, STAAR results, T-TESS results, and more.

Monitor School Improvement Plans Upon Submission and Implementation: Methods of evaluation includes objective performance measures/Indicators of accomplishment related to the results of the project and will produce quantitative/qualitative data. (3 pts) As described on Schedules 14-Management Plan and 15-Program Evaluation, the district has established milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and indicators will be tied directly to the School Improvement Plan that will be developed during the planning time. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, Hearne ISD and the IMO can monitor the implementation of the Improvement Plan. Furthermore, as part of the services and support offered by school redesign partner, a Target Improvement Plan template is available for use. This template includes seven critical success factors for monitoring Title I programs.

Implement Additional Action Following Unsuccessful Implementation as Determined by the District in Consultation with the IMO: It is understood that real change takes time. Therefore, the IMO governance and student achievement plans will be designed as a multi-year plan. The School Improvement Plan will be used as a working document that will be utilized to monitor progress over time. The Executive Director of the IMO will review the School Improvement Plan with the campus leader on a regular basis and will be provided with regular updates on the implementation of the plan. If needed, revisions will be made that are necessary to ensure that the plans stay on course. Changes may include adjusting the time table and/or changes to organizational and procedural practices.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through on-going monitoring and adjustments as needed. If changes are made to the School Improvement Plan, a status update will be placed on the IMO Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and district website will Post notices, detailing changes and to the School Improvement Plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The applicant will recruit, screen, select, and evaluate school redesign partner using a rigorous process. Redesign partners should demonstrate evidence of increasing student achievement in low-performing schools and/or similar learning environments. (GSC 2: 10 Pts). Hearne ISD's Purchasing Department is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. The mission of the Hearne ISD's Purchasing Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. The Superintendent has the authority to commit district funds for the acquisition of goods. However, any single, budgeted purchase of goods or services that costs \$10,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Competitive bids may also be solicited either by means of a Request for Proposal (RFP) or a competitive sealed bid. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Bids/Procurement Website.

Hearne ISD, in keeping with its high standards and good business practices, is committed to providing equal procurement opportunities to Historically Underutilized Business (HUB). HUB is defined as a business enterprise that is at least 51% owned by an Asian Pacific American, Black American, Hispanic American, Native American, American woman and/or Service Disabled Veteran, who reside in Texas and actively participate in the control, operations and management of the entity's affairs.

In the selecting the technical assistance partners that will supplement the work of the Matched Technical Assistance Partner, the district and IMO staff will review the resources that were provided by the Division of System Support and Innovation (DSSI). Based on the information that was garnered from these resources, the district will reach out to various partners to meet and discuss services that can be provided, school reform strategies, costs, and more. Based on this information, the district will determine the best partners to strengthen and accelerate the work within the new IMO structure. Competitive sealed bid process will be initiated as required by state and federal law.

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Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and **with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts).** Hearne ISD, in coordination with the IMO, will align and complement existing school improvement resources, goals, and interventions including: personnel, technology and infrastructure, curriculum, software, facilities, and trainings in order to support and effectively deliver a single and comprehensive school improvement plan.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided(3 pts). The proposed program will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the district will ensure that these acquired funds will be used to supplement (increase the level of service), and not supplant (replace) State and local funds. Furthermore, Hearne ensures that the campus served with these grant funds will receive all of the State and local funds it would have received in the absence of this award.

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Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As reflected in the performance contract executed with the IMO under SB 1882, the district will modify its practices to provide the IMO and Hearne leadership operational flexibility to fully develop and implement a highly effective, autonomous school model. District and campus data illustrates that Hearne Elementary has a unique student population that has its own unique obstacles and needs. Therefore, the will be provided the flexibility to modify their campus policies and instructional methods in order to improve student achievement. During the start-up phase of the IMO work, the district and campus staff will review staffing policies, existing curriculum, class schedules, school calendars, and more with the IMO to determine what areas of operation should be. Some changes that are being considered include:

Prior to approving and modifications to the practices and policies that are being implemented at the campus, data will need to be provided that demonstrate the research-based effectiveness of the proposed changes. If the proposed modifications are deemed to be valid, the School Improvement Plan will be modified. These changes will be monitored for effectiveness.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 198905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 198905

Amendment number (for amendments only):

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#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 198905

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 198905

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 198905

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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